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ABSTRACT

This Region VI conference called by the Secretary of Health, Education, and Welfare, brought together 240 participants from New Mexico, Texas, Oklahoma, Arkansas and Louisiana to discuss how career education needs of youth and adults and the needs of the economy are being met, to determine the role of vocational education in the process, and to identify methods of redirecting education in the 1970's so that secondary students will be prepared for immediate employment or further education. Some major concerns expressed by the participants were: (1) Adequate and realistic occupational guidance and counseling, (2) Educational objectives that are more occupationally oriented, (3) Need for making and keeping programs relevant to current needs of students and the economy, (4) Need for updating and improving teacher education programs, (5) Utilizing school facilities for 12 months and lengthening the school day, and (6) Greater utilization of private schools in occupational training programs. Summaries of conference activities are included. Other regional conference reports are available as VT 013 385-013 386, VT014 205-VT014 210, and VT 014 228 in this issue. (SB)

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SUMMARY

1971

THE SECRETARY'S REGIONAL CONFERENCES ON VOCATIONAL EDUCATION

DALLAS

ED056231

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education

VT014208

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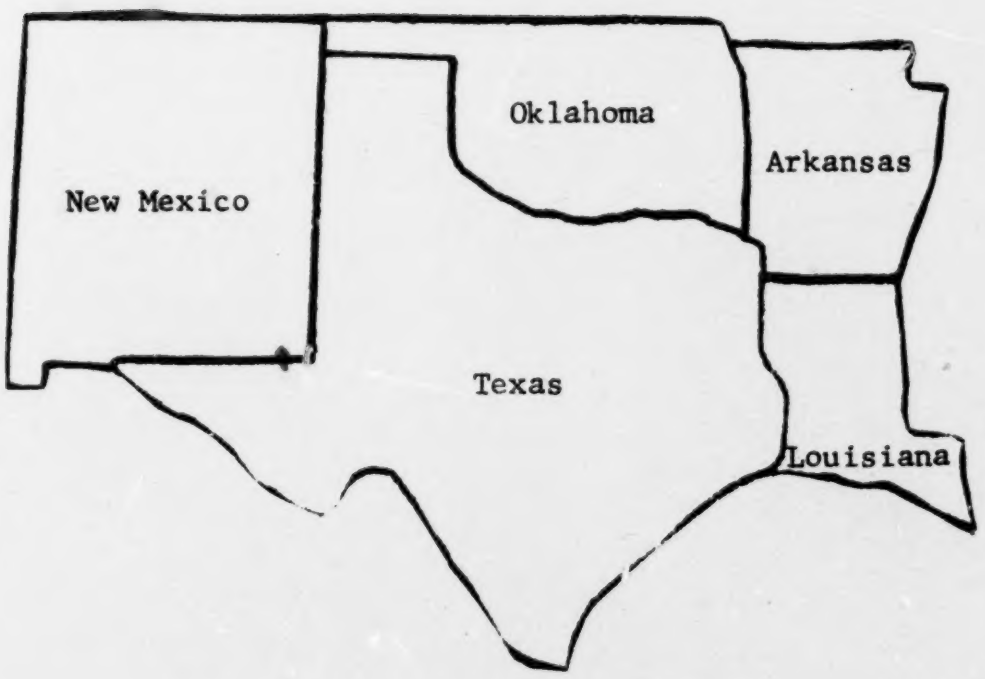
SUMMARY OF THE SECRETARY'S REGION VI CONFERENCE ON VOCATIONAL EDUCATION

Baker Hotel, Dallas, Texas

April 29-30, 1971



UNITED STATES DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

OFFICE OF EDUCATION

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGIONAL OFFICE
1114 COMMERCE STREET
DALLAS, TEXAS 75202

OFFICE OF EDUCATION

Honorable Elliott L. Richardson
Secretary of Health, Education and Welfare
HEW, North Building
Washington, D. C.

Dear Mr. Secretary:

We are glad to submit the report of the Region VI Conference on Vocational Education conducted on April 29-30, 1971, in Dallas, Texas. This was a significant convocation of students, leaders in business, industry, labor, education, and representatives of many agencies and organizations, studying together the present programs of education, including vocational education, for the purpose of formulating recommendations for the future development of these programs.

We believe the report summarizes accurately the opinions and recommendations of the conference group. It is respectfully submitted for your consideration.

Sincerely yours,

George D. Hann
Regional Commissioner

ACKNOWLEDGEMENTS

The Office of Education acknowledges with sincere appreciation the contributions of every participant in the Secretary's Region VI Conference on Vocational Education:

- To the Speakers and Panelists for presenting specific issues concerned with the total program of education, of which vocational education is an important component, in meeting the needs of youth and adults and the economy; and in identifying possible courses of action and supplying other background information for stimulation of discussion in the ten small work groups

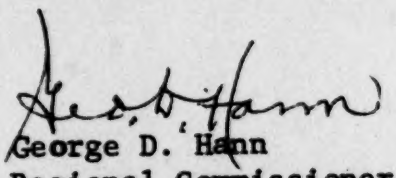
and

- To the Small Group Discussion Chairmen, Recorders and Participants who discussed these issues and formulated the majority of the recommendations and reactions contained in this report

Special gratitude is expressed to the State Directors of Vocational Education and members of their staffs, and to officials of State Advisory Councils on Vocational Education for assisting in the organization of this conference:

- by inviting the majority of the participants and
- by nominating the speakers, panelists, small group chairmen and recorders, and
- by explaining the purposes of the conference to all persons invited

I express my sincere appreciation to the staff of Adult, Vocational, and Technical Education of this Office for their assistance in conducting this conference. Especially, do I want to compliment Mr. M. A. Browning, Director of this staff, for having organized one of the best educational conferences we have ever conducted in this Region, for his overall supervision of the workshop, and for the excellent work he has accomplished in formulating this report.



George D. Hann
Regional Commissioner

INTRODUCTION

Purpose of the Conference--The conference was organized as a convocation of knowledgeable and concerned people from many types of occupational endeavor and interests to secure from them

- Assessments of the total program of education, including vocational education, in terms of the extent to which the current program meets the career education needs of youth and adults and the needs of the economy in this Southwestern area of the United States.

- Concepts of the role of vocational education in meeting the career education needs of youth and adults and of the economy.

- Suggestions by which the current educational system can be improved in efficiency and effectiveness so as to insure the preparation of every person leaving school for either employment or further education.

- Suggestions as to the areas of improvement in the total education program for which vocational education should be responsible.

Delegation of Authority--The Secretary of Health, Education, and Welfare based his decision to call ten Regional Conferences on:

- The information requested is of vital importance to the provision of constructive leadership by the Office of Education in the total field of education, including vocational education, and could best be secured at the regional, state and local levels from people with intimate knowledge of both the strengths of the present program and its need for improvement.

- The present system of reporting by the states to the Office of Education does not adequately yield the types of information considered to be important to making administrative decisions for the further improvement of the educational system.

The Secretary, therefore, requested the Commissioner of Education to conduct these conferences in each of the ten regions of the Department of Health, Education, and Welfare. Responsibility for planning the conferences was delegated to the Bureau of Adult, Vocational, and Technical Education with final authority for conducting the conferences delegated to the respective Regional Commissioners of Education.

Conference Format and Staffing--Organization of the Agenda (Appendix I) was based upon the objectives described above under Conference Purposes. In order for the conference to be truly productive of region-wide viewpoints, information and contributions, the following conference leadership staffing was accomplished.

- A key speaker was selected from each of the five states in the Region for presentation of conference objectives
- After each presentation of objectives by these splendid speakers, five panelists reacted to the presentations and in most cases the panel personnel was representative of each of the five states, as well as being representative of a wide range of backgrounds and expertize.
- Chairmen of Small Discussion Groups, principally non-educators, were chosen from each of the five states, as were the Recorders who were chosen from educational ranks

The major objective of the Conference Format was to focus upon the Small Discussion Groups where the entire personnel of the conference would participate and concensus would be formed in the several discussion periods of these Groups as they reacted to the information and stimulation provided by speakers and panelists in the General Sessions. In order to secure Region-wide contributions, the entire conference personnel was divided so that all states would be represented in each of the ten small discussion groups.

Another objective in organizing the Small Discussion Groups was to secure reactions and recommendations representing viewpoints of all categories of participants attending the conference. Accordingly, representatives of all categories attending were assigned to participate in each of the discussion groups.

Conference Participants--Two hundred and fifty persons registered with 240 participating in the conference (Appendix II). There was serious and constructive communication regarding the total education system, particularly vocational and technical education, in discussions of many categories of participants:

- Students representing youth leadership development organizations in vocational education
- Student dropouts who have returned to school
- Students enrolled in post-secondary programs
- Unemployed adults who have entered training programs to become employable
- Members of State Legislatures

- State School Board Members
- Employers in business, industry, education, government and other occupational categories
- Interested citizens
- Members of Trade and Occupational Associations
- Representatives of Labor Organizations
- Members of Employment Security Commissions
- Members of Educational Associations
- Representatives of Apprenticeship Committees and Programs
- Members of State or National Advisory Councils on Vocational Education
- Representatives of the Office of Economic Opportunity and Community Action Agencies
- Model Cities staff members
- Officials of State Educational Agencies
- Officials of Local Public Schools, Community Colleges, Senior Colleges and Universities
- Officials of Private Educational Institutions
- Representatives of the American Jewish Committee
- Representatives of the National Government:
    - Federal Aviation Administration
    - Department of Commerce
    - Department of Health, Education, and Welfare
    - Department of Labor
    - Postal Service
    - Veterans Administration
- Other participants for whom categories were not identified

Responses in questionnaires on Views of Participants regarding vocational education revealed that: 74% had been or were students in some type of vocational education, while 26% had not been enrolled

in this program. Reasons for not having enrolled in the program were as follows: 56% - vocational education was not available; 18% - preferred to take courses needed for college admission; 11% - left school to work; 8% - advised not to; 7% - not interested.

In answer to the question: "Have you ever visited a vocational school," responses were as follows: Yes - 98%; No - 2%.

In answer to the question regarding the type of education they wanted for their children, responses were as follows: 89% - both vocational and college preparatory subjects; 8% vocational education; 3% - college preparatory programs.

AN OVERVIEW

Participants invited to the conference were given information that it was to be a fact-finding workshop, assessing objectively the educational system, including vocational education, and seeking suggestions for improvements:

The tone for the conference was established by the first keynote speaker, Mr. J. D. McGehee, Superintendent of the Truman, Arkansas Public Schools:

> "We are not here to sound the bugle for Armageddon; we are here to point the direction for ushering in the Millennium. We are here, as we have done continuously through the years, to make an agonizing appraisal of our school programs and school systems as they are related to meaningful careers for all of our people."

In accepting this working objective, the discussion groups gave major attention to defining the concerns of each Group and in formulating suggestions for the future development and improvement of the educational system, with particular reference to Vocational Education and to the concept of Career Education.

Following are the major concerns most frequently reported by Recorders of the ten discussion groups. After each statement is shown the number of discussion groups expressing that concern

- Realistic Occupational Guidance and Counseling is far from being adequate (8)
- Development of a total Career Education Program (8)
- Redirection of educational objectives to be made more occupational oriented (8)
- Merging ideas of Labor, Education, Business, Industry and the General Citizenry in planning, implementing and evaluating educational programs (7)
- General Education vs Vocational Education (7)
- Need for making and keeping programs revelant to current needs of students and the economy (6)
- Vocational Teacher Certification Programs (6)
- Expenditures for Vocational Education or Career Education (5)
- Need for updating and improving Teacher Education programs (4)

- Need for greatly increased sensitivity to the particular educational problems of minority groups, the disadvantaged and handicapped (3)
- Improving the image of Vocational Education (3)
- Status of Vocational Education in the Department of Health, Education, and Welfare, and in the states (3)
- Utilizing school facilities for twelve months and lengthening the school-day (2)
- Problems relating to Labor Legislation, Unions and Insurance regulations (2)
- Greater recognition and financing of Youth Leadership Development Organizations in Vocational Education (2)
- Reduction in the number of school districts in some states (2)
- Greater utilization of Private Schools in occupational training programs (2)
- Effects of Accrediting Processes and Licensing Board Regulations on Vocational Education (2)

Special gratitude is expressed to Recorders of the ten Small Discussion Groups. In preparation of this report every effort possible in a summary has been made to "capture" all ideas that were group expressions.

Keynote speakers, panelists and participants in Discussion Groups voiced similar viewpoints reflecting deep interest in the development of a program of realistic vocational education for youth and adults that should be greatly expanded over the present program in order to be adequate; that in its total scope the program should be initiated in the elementary grades and extend through all levels of the educational system, including preparatory and in-service education for adults; and that for such a program to be possible, far greater interest in and financing for such a program would be necessary with a significant change in educational philosophy occurring that would give far greater emphasis to occupationally-oriented education. This change in educational values will need to be made not only in the concepts of educators themselves, but as well in the convictions of parents, students, legislative bodies and the general public.

CONFERENCE SUMMARY AND RECOMMENDATIONS
(Suggestions for improvement of education made by speakers and participants are summarized under Objective IV)

O B J E C T I V E I

TO ASSESS THE EXTENT TO WHICH THE PRESENT PROGRAM OF EDUCATION MEETS THE CAREER EDUCATION NEEDS OF YOUTH AND ADULTS

Participants recognized that many communities operate excellent programs of vocational education, meeting the needs of youth and adults, but agreed also that few schools are meeting these needs adequately, especially in view of the new concept of a comprehensive Career Education program, kindergarten through adult life. Participants recognized also that vocational education has never been financed sufficiently to meet needs adequately.

In responding to the question: "Are there programs of vocational education available in your community," conferees responded in the questionnaire on Views of Participants as follows: Yes, 97%, No, 3%. If yes, at which levels listed below are vocational education programs provided? Most conferees listed several levels. Percentages of conferees listing levels are as follows:

Junior High School.....30%
High School.....87%
Junior College.....48%
Evening Adult Program.....67%
Industrial Plant Schools.....27%
College.....22%

Other:.....17%
- Private Trade Schools
- Vocational-Technical Schools
- Skill Centers
- Commercial Schools
- On-the-Job Training
- Apprenticeship Programs

Four (4) percent of participants' responses in the questionnaire on Views of Participants credited the community school system with equipping most of its students with a job skill by the time they leave school; 19 percent indicated that approximately one-half of the students seeking employment possess a job skill at the time they leave school and 77 percent of the responses indicate that few students seeking employment possess a job skill at the time they leave school.

In preparing students for further education upon leaving high school, the educational system was rated as follows: most students are prepared - 30%; about one-half are prepared - 47%; few students are prepared - 23%. In providing adult education, community school systems were given the following ratings: training for re-entering the work force - yes, 69%, no, 31%; re-training to remain in the work force - yes, 66%, no, 34%; training for advancement in the work force - yes, 68%, no, 32%. In providing education in preparation for work to minorities, school dropouts and the handicapped the school system received the following ratings: minorities - yes, 76%, no, 24%; school dropouts - yes, 63%, no, 37%; the handicapped - yes, 67%, no, 33%.

QUOTES FROM SPEAKERS AND PARTICIPANTS

Mr. J. D. McGehee, Superintendent, Truman, Arkansas Public Schools

"Surely we have many 'spongy' spots and hundreds of anemic educational programs in this land of ours, but let it be said here and now, we are not here to bury our educational programs and the system which provides these diverse programs that range in quality from superior to very, very weak. If this is the case, I am not the proper one to conduct the funeral."

"It is not by accident that this country has now reached a trillion dollar economy. Without a doubt much of our success story in the area of economic development can be directly linked to the success story of man's most noble social experiment - universal, free and non-sectarian public education. Furthermore, through the multi-faceted programs of this great institution, we have been equally successful in helping to relieve the tensions, frustrations and anxieties connected with man's age old problems of poverty, racism, ignorance, disease and injustice. Certainly, we do not wish to detract from the tremendous contributions made in these same areas by the parochial and independent sectors of education."

"However, something is amiss in our basic institution's goals when we find millions of our people hungry, ill-clad, unsheltered, diseased, unemployed and/or underemployed. For these 30 to 40 million bewildered Americans it will be time to worry about leisure time and other higher purposes of education when they have had a decent meal which originated from their own efforts in productive labor."

"It has long been an article of faith in America that public education, if universal and excellent, would help immeasurably to eradicate social ills, elevate the tenor of life, and strengthen democracy. America has yet to test, through full support of all its schools, the validity of that faith. Public education in the United States has been instituted to implement and to bring into reality the commitments of a free society; to preserve and nurture each individual. Thus, the development of the individual's potentialities for professional and vocational competencies must become a primary goal for public education.

"I do not wish to be branded an economic determinist, but I do wish to go on record in support of any and all programs which tend to develop higher degrees of economic competencies among our youth and citizens. Great institutions cannot spring from an impoverished economy. Illiterate and sick people cannot build an affluent society. The wealth of a nation today is more dependent upon the mental and physical health of its people than any other combination of resources."

"We are placing a 'low ceiling' on a large number of our children, youth and adults. Our educational and training programs must become broad enough and rich enough that all may dramatize their talents to a degree of excellence."

"The American ideal of equal opportunity for all children and youth is still a 'starry-eyed dream' for millions of American children - indeed, thousands of children in this Southwest Region. The American school system, even today after millions of Federal dollars have been spent, is still operated for the average child - if there be such an animal."

"In essence the answer to America's educational problems and its employment problems is the answer to America's most noble dream-equal opportunity for all from generation to generation. We are a long way from realizing that dream."

"Our educational programs are designed for the strong - primarily for the strong academically. Practically all of our counseling services are rendered to that 25 to 40% who are motivated toward a liberal arts college training. A second paradoxical situation exists in our environmental setting. For instance, we find that 85% of our poor people live in the poverty ridden innercity and in poverty stricken rural areas far removed from meaningful school programs for their children; and at the same time we find job openings in the suburban areas and in towns and cities far from the locale of those who need steady and meaningful jobs."

Dr. Paul V. Braden, Acting Director and Associate Professor, School of Occupational and Adult Education, Oklahoma State University:

"Vocational educators have always had the practice of valuing performance. Therefore, they have tended to be product-oriented more than their counterparts in higher education. They have not always had another level of education to 'push' their students into, thereby relieving any major responsibility for performance. There are some exceptions to this, of course, in that some of the products from vocational and technical education program service areas are sending quite a percentage of their graduates on to higher education. This may be worthy of further discussion at our meeting here in Dallas."

"It would seem that we have a long way to go in order to provide educational opportunities which will allow the participant to excel in the labor market and continue to grow as an individual and a citizen."

Mr. Marvin Brown, Executive Secretary, Mechanical Contractors Association of Texas - Panelist

> "We have been fortunate in Texas to be introduced to the idea that every child should be equipped with a saleable skill so no matter where his education ceases, or for whatever reason, he is equipped to go to work."

Mr. Melvin A. McCutchan, Division Supervisor, The Sandia Corporation, Albuquerque, New Mexico:

> "We find that coming out of school, between 40 and 50% of our total unemployment are youngsters between 16 and 22. What's the problem? Well, the problem generally is that the youngster doesn't either have the knowledge or the experience that the employer wants."

> "Our schools are meeting needs of students in preparation for careers in many ways, for example, our trade and technical schools provide us with good draftsmen and technicians."

Students attending the conference who participate in programs of vocational education believe their programs to be meeting their career education needs, but many felt that education in their communities was not revelant to the needs of numerous students.

Reports from Discussion Groups contained these statements:

> "Students should not be compelled to pursue subject matter in which they have no interest or ability."

> "Disinterested teachers are killing student interest in school."

> "Bands, athletics, etc. have priorities in most schools; many students resent this."

Mr. Harold Williams, President, Distributive Education Clubs of America, in making the keynote speech on "Revelancy of Education in Meeting the Career Education Needs of Youth" also expressed his convictions that Vocational Education is meeting the career education needs of students but stated that needs of students for these programs was far from being met since vocational education is not available to an adequate extent. He expressed great concern for the irrelevancy of education in meeting the career education needs of youth:

> "With all of the money that we are spending on education, we can well ask ourselves--Why are we turning out so many students who are lazy, not physically, but mentally? Why do we have students who have no individual initiative?

Why are we producing students who have no interest in getting ahead? Why are we turning out students who want to do nothing more than sit back and let someone take care of them--be it the government, their parents, their friends, whoever.....I can give you that answer right now and it's the very thing we're discussing at this conference--the revelancy of education in meeting the career needs of youth."

Mr. K. Gordon Flory, Executive Vice-President, Louisiana AFL-CIO, speaking on the subject of "Revelancy of Education in Meeting Career Needs of Adults":

"It might be interesting to note that from a recent study of adult workers between the ages of 22 and 64, taken by the Department of Labor, that 39% had less than three years of college and had taken some type of formal job training; 3/5ths of these were using their training on their current jobs. About 759,000 adult workers were taking additional training related to their occupations; 47% had no form of vocational training, and ½ of this group never had gone beyond the elementary school level; 14% of these had completed at least 3 years of college, and 3/5ths had learned their current jobs through college courses outside of their college major, or through formal vocational training. The high correlation between the level of general education and the presence of job training implies that schools offer the broadest possible base for the expansion of vocational training that may be necessary to meet the challenge of future technological change."

Dr. Arthur Lee Hardwick, Associate Commissioner, Bureau of Adult, Vocational, and Technical Education, U. S. Office of Education, Washington, D. C.:

"Our educational system today, I feel, is failing; I think it is failing to meet the needs of our educational society. We have a lot of problems in education, and one of the problems is vocational education. At the present time in this country, we are only providing vocational education for 18% of our youth, while at the same time we're providing 34% of our youth college preparatory programs, and 48% in general education programs. The 1970 enrollment in vocational education was 8,793,960 of which about 5/8ths were in the elementary and secondary grades, 1/8th in post-secondary programs and the remainder in adult vocational education."

"How can we provide more vocational education, or the amount of needed vocational education with the dollars that are available to us? We look at the unemployment; everybody talks about the unemployment of youth, and a recent survey by OE shows that in the youth category, ages 17 to 24, of the overall average, 24% of this age group was unemployed; in the black community, 38% in the Spanish-speaking community, 36% were unemployed in this same age group. But yet, at the same time, of the vocational education graduates around the country, less than 5% of this group was unemployed. Now, these facts in themselves speak for vocational education, and show how vocational education is serving this country."

O B J E C T I V E II

TO ASSESS THE EXTENT TO WHICH THE PRESENT TOTAL PROGRAM OF EDUCATION MEETS THE NEEDS OF THE ECONOMY

Participants recognized that though needs of employers for trained personnel and needs of the economy are being partially met, the present total program of education is not meeting these needs adequately. They expressed the conviction these needs can be met adequately when funding for education for these purposes reaches a level sufficient for the schools to provide the programs necessary to meet needs of employers and the economy.

State and local educational agencies, more than ever before, are carefully assessing manpower needs and employment opportunities in deciding upon the types of training programs to implement to the extent of funds available. Labor market information from Employment Security Commissions, results of Occupational Surveys giving present and projected data on job opportunities provided by employers, information provided by Advisory Committees and other data related to employment demands are used in deciding upon the types of training programs required that will best fulfill the needs of employers for trained personnel and needs of the economy.

Responses to this Objective in questionnaires on Views of Participants were: In meeting manpower needs, what is the extent to which training programs are directed to the job demands of the community:

Most training programs - 29%
About one-half of them - 24%
Few of them - 47%

The extent that employers in the community are able to locate the employees they need who have been trained by the local schools:

Most employees - 19%
About one-half of them - 38%
Few of them - 43%

The extent of flexibility of schools in the community in providing trained workers for new employers moving into the community:

Most Schools - 15%
About one-half of them - 24%
Few of them - 61%

The extent to which employers actively participate with the schools in defining manpower needs and developing curricula to meet these needs:

Most educational programs - 21%
About one-half of them - 21%
Few of them - 58%

QUOTES FROM SPEAKERS AND PARTICIPANTS

Melvin A. McCutchan, Division Supervisor, The Sandia Corporation, Albuquerque, New Mexico

In discussing the ability of the schools to respond to needs of the economy he stated:

> "I'd like to talk about the public schools and how they have responded to the needs of the country. In 1959, we had the Sputnik problem, and we asked the public schools to get going to give us more scientific engineering-mathematics-type courses so that we could get our job done in catching up. And, the schools responded by putting in the new math, new science courses, expanding their operations to include the new discoveries of the last decade. Upon the urging of industry, then, the school adapted itself to the new demand of bringing knowledge to youngsters so that they could speed up their process of learning to come out as engineers and scientists. Now, we are saying we don't want so much of this type of education because there are many engineers who are looking for work."

> "The system has changed; it has cut down in its need for professional, scientific engineering and that type of person. The Bureau of Labor Statistics data tell us that only 10% of the jobs will be developed for professional types and 90% of the jobs will be available for everyone else, skilled, semi-skilled, semi-professional, labor - whatever it may be. Now it is time, probably, to turn the system around and to produce a product that can handle these other kinds of jobs, of course."

> "So I think we ought to investigate what we are going to do before we do it. And we don't want to turn off the colleges and stop producing technical and professional people, but we certainly want to turn on the vocational, technical and the career-type educational programs."

In discussing the experiences of his company as to assistance the schools were providing in supplying trained personnel he stated:

> "We have agreements with our technical and vocational schools that provide us with draftsmen -- we get very good draftsmen. We have agreements with our technical institutes to provide some technicians. Incidentially, we have some 260 PhD's and 2,000 technicians for on-the-job training."

> "We have been rather successful in working with the Technical-Vocational Institute and the post high school--this is in the public school system--in describing what our needs are to them, and they have responded in producing the employees that we want."

Mr. Marvin Brown, Executive Secretary, Mechanical Contractors Associations of Texas - Panelist:

In commenting on an instructional program implemented by the Construction Industry and the Texas Education Agency, Mr. Brown stated:

> "This program happens to fit the construction industry just exactly right, because we need people in our industry from top to bottom."

Dr. Paul Braden, Acting Director and Associate Professor, School of Occupational and Adult Education, Oklahoma State University:

> "There can be no real evaluation of whether or not the total educational system is meeting manpower needs until information systems are established which relate goals to product and product utilization."

> "All would agree that the education system in today's world must help develop the skill, knowledge and motivation that enable individuals to participate in the labor force. Thus, manpower considerations are a crucial element of educational policy."

> "The demand for trained manpower must be identified and estimated in the short, intermediate and long run by utilizing such techniques as the BLS matrix, extrapolation of past trends, and the collection of specific data through area skill surveys and detailed occupational analysis. If this is not done, the supply source will always be too little, too late, and too much but in the wrong area, or perhaps just too costly."

In continuing his discussion of the lack of adequate methods to determine manpower needs, Dr. Braden stated: "Thank goodness we are recognizing this," and then described the "Occupational Information Training System (OTIS) developed in Oklahoma. In the 1969-70 school year, job demand information was provided for over 3,000 establishments, 95 percent of all firms engaged in manufacturing in the state. Additional demand information was collected by utilizing a partnership arrangement with the Employment Security Commission.

Seven Discussion Groups stressed the need for Labor, Education, Industry and the general public to join together in studying manpower needs and needs of the economy and in merging ideas in planning, implementing, evaluating and revising educational programs to achieve better revelancy to the needs of youth, adults and the economy and in so doing to improve the image and value of education.

O B J E C T I V E III

TO DETERMINE THE ROLE OF VOCATIONAL EDUCATION IN MEETING CAREER NEEDS OF YOUTH AND ADULTS AND OF THE ECONOMY

Responses to this objective in questionnaires on Views of Participants were:

Extent to which high school students should enroll in vocational education courses:

Most students should	86%
About one-half should	12%
Few should	2%

Extent to which the public schools should coordinate their resources with those of private schools and business and industry to insure preparation for employment or further education:

Resources should be coordinated	81%
Public and private efforts should be coordinated only for special groups, i.e., unemployed, handicapped, minorities, etc.	9.5%
Public and private resources should be kept separate	9.5%

Extent that job placement services should be available to persons leaving school. Job placement services should be available for:

Most students	96%
About one-half of them	1%
Few students	3%

In answer to the question: "Do the schools offering vocational programs in your community also have a job placement service?", participants answered as follows:

Yes	45%
Limited Amount	7%
No	39%
Don't know	9%

Extent to which vocational counseling should be available to high school students:

Most students	98%
About one-half of them	2%
Few students	0%

Participants indicated their strong conviction that vocational education, including programs of training, vocational guidance and counseling and job placement services for high school students, should be greatly expanded above the present program with 86% of the responses recommending that most high school students should enroll in vocational courses, 98% recommending that most high school students should receive vocational counseling and 96% recommending that job placement services should be made available to most students leaving school.

Speakers, panelists and participants in Small Group Discussions stressed the necessity for greatly expanding vocational education in order to enable this program to carry out its role of providing adequately for the needs of youth and adults and the needs of the economy.

QUOTES FROM SPEAKERS AND PARTICIPANTS

Mr. J. D. McGehee, Superintendent, Truman, Arkansas Public Schools:

> "We must build, and fast, great elementary and secondary schools which are both exploratory and preparatory for the world of work, and they also must become true launching pads for more advanced specialized training beyond the high school."

"Good education the last half of the 20th century will include all of the valid traditional goals, and it will also teach well the communication skills of the market place. It will attempt to develop a respect for honest work and will emphasize job readiness according to the current demands of the job market. It will attempt to imbue the learner with a desire for continuous education - most of which will come from his own efforts."

"In addition to a continuous refinement of our various educational programs currently in operation, we desperately need to place a new emphasis on pre-employment educational programs which prepare students for a world of work. We need to begin our exploratory and orientation vocational programs at a much earlier age - perhaps even in some cases as early as in the fourth and fifth grades - and capstone the secondary program with the teaching of fairly sophisticated skills. The traditional theory that the secondary program should only be exploratory is not a sound one today. Children and youth are maturing much earlier now than in the past. Teenagers are and can be taught salable skills."

"The demand for unskilled labors will not be any greater in 1985 than it is now; however, we will need 35-40 million additional skilled craftsmen of sundry type by that time. In most cases, these skills can and should be taught in comprehensive high schools, technical institutes and community junior colleges. These same schools should keep their doors open day and night, twelve months in the year, for

upgrading the underemployed adults and for those persons who need institutional training for upgrading technical skills and on-the-job personal development."

"We have got to come to grips with the 'sheep skin psychosis' which binds most of us. We must re-orient our thinking to getting the job done, and that will require much of our resources going into the blue collar corner for training and education. We must close the gap between what our youth studies in school and what it actually needs on the job."

Mr. K. Gordon Florey, Executive Vice-President, Louisiana AFL-CIO:

"Beyond initial preparation for employment, many workers want to progress upward in their specific occupation, and there is a crying need for both part-time and sometimes full-time courses and programs for adults. These programs should be available, but should include a wide range of apprenticeship training programs and other related courses. Adult vocational education must be available to provide training or retraining to insure stability or advancement in employment of persons who have entered the labor market who are either employed or seeking employment. The need for vocational education programs and related instruction for apprentices must be given - at least in my judgement - high priority."

Dr. Arthur Lee Hardwick, Associate Commissioner, Bureau of Adult, Vocational and Technical Education, U. S. Office of Education, Washington, D. C.:

"Instead of providing vocational education for 18% of our youth, we should be providing these programs for 60% or for more than 27,000,000 youth, and yet we are providing altogether for only 8.7 million students: youth, post-secondary students, and adults."

"Vocational education has a major role in training and retraining programs for adults and a major role in providing vocational education for post-secondary students. The adult program should be over 50% of the vocational education enrollment, yet at the present time, it is only about 25%, and only about 1/8th of the enrollment is in post-secondary programs; it should be at least 33%."

Vocational education has a responsible role in providing programs for meeting the career education needs of the disadvantaged, the handicapped and members of minority groups. This responsibility was emphasized in three of the Discussion Groups as follows:

"Teachers, counselors, administrators, and employers must develop sensitivity, interest and understanding to the particular needs of the disadvantaged, the handicapped and of minority groups to give training and equality of opportunity and individual worth. There needs to be a positive recruiting effort made to get minorities and the disadvantaged and handicapped into vocational education before they drop out of school."

In eight (8) Discussion Groups, the need for greatly expanded programs of vocational counseling was stressed. Following is a summary of these discussions:

> "Realistic occupational counseling must be given far greater emphasis and higher priority in fund allocations and must be extended down into elementary grades for students to have opportunity to explore the world of work generally, then concentrate on clusters of occupations in which they become more specifically interested, and then give students specific guidance to assist them in choosing the careers for which they desire to be trained."

> "The ratio of students to counselors is too high. Counselors must be trained to be career counselors. They must be able to get out of their offices to broaden their scope on job qualifications and they must have available up-to-date information on manpower needs and employment opportunities."

> "An Educational-Employability Development Plan should be developed for each student, using all counsling tools available. The plan should be initiated early in the student's school career and be modified as necessary as the student progresses through school."

> "Extensive use must be made of Coordinator-Counselors with both educational and industrial backgrounds in communicating with students and industry concerning job demands and opportunities."

These groups also stressed strongly the importance of parents being given orientation concerning the total program of education, including a more realistic knowledge of vocational education and its value:

> "Parents should be given training and information by the schools regarding the total purposes of the total education system in order to acquire true values regarding educational objectives and they should be given comprehensive information on job opportunities for vocational education graduates."

In connection with Career Education concept, discussed in eight (8) Discussion Groups, participants strongly believed that the total program of vocational education in the total school system has a significant role. These discussions are summarized as follows:

> "Total system of education should provide occupational selection and training experiences: (1) elementary occupational information, (2) junior high school exploratory experiences and pre-vocational training, (3) high school skill training, (4) post-secondary advanced skill training, (5) preparatory and in-service training for adults and a technical occupational advancement file on each student."

"Classroom teachers in academic fields should be trained to give emphasis to students regarding the importance of preparing for occupational employment and should communicate to students the opportunities that exist in the school, in post-secondary institutions and in other training facilities to prepare for employment in careers they choose for themselves. Vocational personnel should train these teachers for performing these important functions."

"The role of vocational education and, indeed, other areas of education as well, should include teaching good attitudes toward work."

Mr. George C. Guthrie, Member, Texas State Board of Education, San Antonio, and Contractor in the Construction Industry:

"We in the construction industry are, naturally, interested in people who do things with their hands; people who are able to operate machinery. As a member of the State Board of Education, it has been a concern of mine that we not only teach a youngster to be skilled with his hands and brain, but instill certain ideals which the economy of today demands. For example, a youngster comes into my Personnel Manager's office and applies for a job. The best way not to get a job is to ask, "How much am I going to be paid?" "How many days vacation do I get?" Mind you, these are some of the questions that are <u>first</u> asked by an applicant. But really, he is not to blame. He has been taught in school - "You take plumbing, because plumbing pays $7.00 an hour." And we term that as a "job".

"We don't have any "jobs" in the construction industry; we have labor "positions"; we have carpenter "positions." But we have no "jobs."

"I think in the school system we have tended to differentiate the lawyer from the carpenter by saying that the lawyer is a professional man; the carpenter is a person who holds a "job." This puts a stigma on it. We need youngsters --- I am speaking from the industrial side --- we need youngsters that are taught, "I need to be a carpenter because that's my desire; I want to learn the trade." In fact, four or five years after I pick up a pipe fitter, he is drawing more than his instructor did who instructed him in pipefitting. But, actually, to him, he comes out and "gets a job." This is something we need to change."

Mr. Melvin A. McCutchan, Division Supervisor, The Sandia Corporation, Albuquerque, New Mexico:

> "As we look at the schools, maybe we ought to look at what the employer needs and wants in terms of attitudes."
>
> "It is important to him when interviewing an applicant as to just what this person brings with him in terms of his value system. If he says 'I'm willing to work, willing to produce; I'm willing to join your group and get along with the boss and with fellow workers, these are more important to that employer than the positive knowledge he may bring. So, change of attitude, the development of self esteem, is placed in the public school. The person that gets ahead then is the one that tries the hardest, the one that produces the most, and the one that achieves the most."

Three Discussion Groups were concerned with the instruction that should be provided regarding attitudes toward work. These discussions are summarized as follows:

> "Children are demanding relevance in education, not abstractions, and it should begin in the elementary grades through exploratory programs teaching pride in workmanship and in manipulative skills."
>
> "Schools must not only provide skill training, but also provide instruction in good attitudes about work and an objective awareness of the value of people in our society."
>
> "Require a certain number of hours in every school system - elementary, junior high school, high school, post-secondary and college for explaining, developing and selling the dignity of work, job opportunities, and respect for all occupations and occupational organizations."

In relation to the role of vocational education, there was considerable discussion in two Discussion Groups regarding vocational educators being alert to the needs of employees in order to be of timely assistance to them and to people in training them for employment. This discussion is summarized as follows:

> "Industries must be met at the state line and asked what they need in terms of trained personnel. Vocational education must be prepared to meet these needs on a cooperative basis, that is, pooling the resources of the industry and vocational education."
>
> "State vocational agencies and local education agencies should employ industry-education coordinators to work with industry, business, labor, associations and the schools in determining needs for training and organizing programs to meet these needs as they develop. Some state and local agencies already have staff and capability to perform these important functions."

O B J E C T I V E IV

TO SUGGEST MEANS BY WHICH THE EXISTING EDUCATIONAL SYSTEM CAN BE IMPROVED TO INSURE THE PREPARATION OF EVERY PERSON LEAVING SCHOOL FOR EITHER EMPLOYMENT OR FURTHER EDUCATION

Responses to this Objective in questionaires on Views of Participants were:

Integrate general and vocational education -- 81%

Contract with private schools to help prepare every person for employment or further education -- 38%

Provide incentives for private industry to help prepare every person for employment or further education -- 63%

Develop multi-media instructional materials for use in the course to prepare every person for employment or further education -- 43%

Expand the school year to 12 months -- 53%

Provide parents with educational vouchers for purchasing the instructional services desired for their children -- 32%

Other individual comments: 1%

Finance substantially and in time for planning

Remove the vocational program from the basement so it will have equal chance for a good image

Providing multi-media materials for use in the home, expanding school year to 12 months and providing educational vouchers would probably be a waste

Expand cooperative programs for students utilizing equipment and personnel in business and industry to enhance training opportunities for youth and adults

Provide work experience at kindergarten level

Expand school year to 11 months

Reorient academic education to relate to the real adult world

Only when the short term needs of industry would make particular equipment too expensive to use for only a limited time should contracts be made with private schools or private industry be provided incentives

Provide greater coordination among all agencies concerned with training, guiding and employing the educational product

Better utilization of the school plant in the 12 months school year

Make teachers and coordinators job oriented

Educate the existing educators to the importance of the world of work

Point out facts of life to schools presently oriented to 15% of the student population while other 85% are left to flounder around as dropouts and unemployed because of failure of Education System to meet their needs

Integrate general and vocational education after all educators are oriented to vocational education

Not sure that general education and vocational education should be integrated

If the traditional public schools continue to refuse to do the job private schools may have to do it

They wouldn't use multi-media instructional materials in the home

It would be a waste to provide parents educational vouchers

Provide parents with instructional material on vocational education

Campaign to glamorize crafts and skills to make skill training more enticing to students. Should be done by HEW and Congress as well as by vocational people

Set up stronger Bureau of Vocational and Technical Education

In regard to contracting with private schools: only if assurance of quality education is maintained. Some private schools do not provide instructor supervised practice, thus lose quality control

In regard to multi-media being provided for home use: would have to include some means of performance evaluation

In regard to providing educational vouchers: would need to build in some assurances that the child was interested in and capable of achieving the goals of the instructional service

Develop community-wide planning programs for revision, evaluation and implementation of instructional programs -- more than a "marriage" of school and industry; the child must be included

Establish Modular Scheduling for all schools which have vocational programs

In regard to contracting with private schools: no, not getting maximum benefit from tax dollar

In regard to providing incentive for private industry: education should be financed so that education could train; Government pay industry? No.

Have the 12 month school year in four quarters and let student choose the three quarters he wants to attend, or attend four quarters if he desires to do so.

Provide comprehensive guidance and counseling program and pre-orientation to the world of work

Need some sort of institution to set up and enforce certain requirements for vocational education. This would insure proper courses

Enough vocational counselors should be available to students, proper facilities are present and that incompetent teachers are replaced. Also, reset requirements so that craftsmen and journeymen teach the courses, rather than college boys only

Revamp certification requirements

Questionable to provide educational vouchers

Focus best manpower, funds and other resources early in the child's educational experience so that prevention of problems will take place and may break the cycle

Make a concentrated effort to change the thinking of conventional higher education administration. Vocational-technical education cannot do the job under current higher education "academically oriented" administration

Exploratory opportunities with hands-on experience during the K-12 years

Include the concept of open-entry/open-exit system

Increase intensive counseling services

Every child should receive adequate counseling, especially during secondary level. Include parents in at least part of the counseling process and certainly in the orientation phase. Establish Occupational Advisory Committees to help with planning of what is needed presently and in the future for community

Expand co-op program with employers

QUOTES FROM SPEAKERS AND PARTICIPANTS

Mr. J. D. McGehee, Superintendent of Schools, Truman, Arkansas:

"To properly meet the challenge of societal needs today with the sundry ramifications and implications of a population explosion, the world-wide egalitarian movement, and the scientific and technological revolution, demands a complete revolution in our thoughts and action in the field of education. In the past education has been a part of the overall institutional lag. Instead of being a part of the social lag, it must become the reconnoitering force - the cutting edge for thought and action in order to give wholesome direction to the many revolutionary changes in all facets of our lives."

"Our traditions and our common sense commit us to a policy of 'ceiling unlimited' in educational policy and planning. We have no choice in education and training but to seek the development of human potentialities at all levels of maturation. We must seek excellence in a context of concern for all. Excellence for a few is not enough; we must have excellence for all."

Following are summary quotations from the Discussion Groups suggesting means by which the educational system can be improved. Also, resolutions adopted by the conference group during the concluding general session of the conference are included in these summaries. The number of Discussion Groups making suggestions in each of the recommendations is indicated in parenthesis after the topic heading.

1. Realistic Guidance and Counseling must be provided adequately (8)
   See Objective III for quotations on this topic. (Page 18)

2. Develop a total Career Education program (8)

"Establish a policy at the national level stating that the Nation is committed to providing "Career Education" to all youth and adults; provide meaningful and flexible guidelines for State Departments of Education to use; provide support to the States to implement, expand, change and improve programs so that programs are relevant, practical and applicable to students in preparation for jobs or careers; and that evaluation instruments be designed to assess and validate effectiveness of programs."

"Public education institutions that have an identified responsibility for career education should develop an administrative structure that will encourage the development of career studies program. The responsibility and authority for career studies should be established at the highest possible level in the institution."

"Career studies should involve teaching and supervisory personnel from all divisions of the institution."

"Every student in the institution should be provided an opportunity to participate in career studies without reference to the level of post-secondary education he or she aspires to in the future."

"Career education should encompass all educational activities directed toward "making a living" whether semi-skilled, skilled, technical, or professional."

3. Redirect Educational Objectives to make them more occupationally oriented (8)

"Institute a responsive type of educational program that will provide a skill to all students leaving high school."

"Redirect the elementary school curriculum to include occupational orientation and experience. All school programs should be job oriented."

Conferees in questionnaires on Views of Participants answered the question: "Should there be greater emphasis on introducing the world of work in elementary school?": Yes, 99%; No, 1 %.

"Secondary curriculum requirements should be reversed from present practice with college preparatory courses becoming electives rather than being required for graduation. Redirection of the entire educational system should be accomplished in response to findings of a continuous evaluation of the products of all education."

"Revamp the program of education whereby beginning on the ninth grade level students receive minimum amount of college oriented courses with the remainder in vocational education. Under this concept, students will receive far greater opportunity than at the present to acquire saleable skills."

"Schools must provide instruction about the work of work to youth in the elementary grades -- through providing career information, pre-vocational training and vocational orientation in social studies with emphasis on attitudes."

"The concept of the scope of a total program of education should be kindergarten through adult life. Academic courses such as mathematics, English, and Science should be redesigned to avoid being so abstract and to become more relevant to the world of work."

"Schools must provide instruction that will give students true concepts and attitudes regarding the importance of work and earning a livelihood."

"Open ended education is extremely important that will permit an individual to enter in, progress at his own rate, and leave after achieving a specific skill level. Persons should be encouraged to enter education and training, enter the work force and vice-versa without penalty or prejudice."

"Study feasibility of implementing programs of instruction in secondary schools whereby some youth can graduate or complete without the sacred high school diploma, and still be prepared for successful employment and fit into the world of work and be useful citizens."

"Develop plans throughout the States whereby industrial and business firms provide training stations for a majority of students in secondary schools in connection with programs such as on-the-job training, cooperative part-time education, mobile laboratories and simulated laboratories."

"Existing models for cooperative education should be studied and adaptions made to other occupational areas."

"Schools must establish and operate placement departments for all youth--job entry after graduation, entry into vocational-technical post-secondary schools and guidance for entering colleges and universities."

"Responsibility of the schools with regard to the welfare and safety of children while their mothers are working should be thoroughly explored."

4. Merge ideas of labor, education, business, industry and the public in planning, implementing and evaluating educational programs (7)

"Labor, education, business, industry and the general citizenry should merge ideas in planning, implementing, evaluating and revising educational programs to achieve better relevancy to the needs of youth, adults and the economy and, to improve the image and value of education."

"Plan and conduct conferences and workshops for school administrators, counselors, and industry-labor-business representative, studying together the purposes of vocational education, relationship to academic education, legislation, funding and other information in order to more practically plan, implement and evaluate programs."

"Educators, industry, labor should combine ideas on a regional basis to establish educational programs fitting needs of youth, adults and the economy in the regional area."

"Education and industry must unite and work together in creating jobs for all people--all levels (skilled, low-skilled, para-professionals)."

"Why not plan education like a business: determine desired objectives, develop a total but flexible delivery system, build the system to be able to constantly evaluate and adjust and then fund the program and services needed."

5. Academic education and vocational education should be integrated into a total program of education (7)

"Academic and vocational education marriage should be brought about for making possible needed changes in the total program of education. The Office of Education should provide direction, leadership and useable guidelines to the States for integration of some academic education with vocational education."

"An urgent need exists to change attitudes of educators, counselors, parents, students and state and national government that vocational education is subservient to academic disciplines."

"Vocational educators emphasize importance of general education. General educators should emphasize importance of vocational education."

6. Make and keep vocational education relevant to needs of students and the economy (6)

"Lines of communication between education and government to facilitate flexibility in starting new programs is needed, terminating old ones that are outdated or needing reducing in numbers, and redirecting programs to be more relevant to current needs of students and the economy."

"Allocation of funds for vocational education based upon actual manpower needs and employment opportunities should be required instead of funding concepts used in the past history of the program."

"Develop and utilize occupational information system in order to, at all times, be able to determine needs of the economy."

"Each community should establish and use advisory committees composed of representatives of industry, business, private schools and parents."

In regard to use of advisory committees, conferees in questionnaires on Views of Participants responded to the question: Have you ever advised or participated in deciding what educational courses should be offered in the schools ?", as follows: 65% replied "yes" and 35% replied, "no." If yes, did you participate as a: (Some conferees indicated more than one category)

Parent	22%
Employer	27%
Student	12%
School Board Member	6%
Other: Counselor, teacher, representative of Labor, Advisory Committee member, Superintendent	39%

"Lay advisory committees should be used in designing major curriculum changes incorporating career studies. These committees should be responsible to top administration in the institution, irrespective of the level at which they function in their developmental efforts."

"The U.S. Office of Education should establish a Vocational Education Awareness Dissemination Center for creation and dissemination of information important to students in choosing careers, to schools in determining types of Vocational Education needed in the light of available job opportunities and to employers as information relating to available trained manpower to meet their needs."

"Long-range comprehensive plans should be established in each state showing need for comprehensive training programs: K-12, post-secondary, university level and adult level, based upon present and reliably projected opportunities for occupational employment, and involving as importantly the needs of persons already employed needing updating and upgrading training, and providing for utilization of all agencies - labor, public and private education, manpower and other special remedial programs, in coordinated efforts toward achieving a total goal of adequate occupational education and training."

7. Vocational teacher certification standards and procedures should be revised (6)

"Investigate certification procedures in the various states regarding granting of credit for previous training and work experience toward pursuit of the baccalaureate degree; and propose a policy at the national level as a guideline for State Departments of Education, public school, community colleges, area schools and universities and accrediting agencies to unite in each state and develop plans whereby the element of reciprocity will not delimit the desire, nor exploit competency and ability achieved."

"Such plans should result in many persons being able to qualify as competent vocational education teachers if they were not required to 'start over again.' For example, certification credit received by teachers of programs for Licensed Practical Nurses should be counted when some teachers pursue the Registered Nurse Degree. And, for example, why should a person with 10 years of experience in trade/technical occupations be required to take all the courses required for an Associate or Baccalaureate degree in trade/technical education."

"Tenure laws and certification requirements for personnel should be reviewed to make teachers and other personnel responsible to success in education by producing students who can perform in meeting the objectives of the course or program."

8. Funds for Vocational Education or Careers Education should be realistic and adequate to the needs of youth, adults, and the economy; inequities in fund allocations for these programs as compared with fund allocations for academic higher education should be corrected; and the present practice of allocating more funds for remedial occupational training programs than for preventive vocational education programs should be corrected (5)

Five Discussion Groups and several speakers and participants discussed data developed by the National Advisory Council on Vocational Education stating that $14 of Federal funds are allocated to higher education for each one (1)

dollar allocated for vocational education and that four (4) dollars of Federal funds for remedial programs are being allocated as compared to each one (1) dollar allocated for preventive vocational education programs.

QUOTES FROM SPEAKERS AND PARTICIPANTS

Mr. J. D. McGehee, Superintendent, Truman, Arkansas Public Schools:

> "We are spending entirely too much for remedial programs in relation to broad comprehensive preventive programs."
>
> "The ratio of $14 in expenditures for higher liberal arts education to one (1) dollar for vocational education is just plain insanity."

Mr. Dean T. Brown, Administrative Advisor, Chrysler Jobs Program, New Orleans, Louisiana - Panelist:

> "I get a little bit concerned when you look at the statistics. For example, out of 100 youngsters who enter the first grade, we have 50% dropout rate before they reach the twelfth grade. In Louisiana, for example, out of those that graduate from high school, 45% go on to college, and we wind up the four years with 12 to 14% who graduate from college, depending upon whose figures you are using. The rest of the people tumble off the wagon some place, and are falling into this requirement for employment in the world of work. Yet, it seems to me that those of us who are interested in vocational education have been out-gunned or out-manuevered by the academic side of the house to the point where they've got all the marbles and all the chips for that 12 to 14%, and we're kind of struggling to take care of the balance. This is of vital concern."

Mr. Delfino Valdez, Admissions Counselor, Albuquerque Technical-Vocational Institute and Member, National Advisory Council on Vocational Education - Panelist:

> "I was also interested in the fact that both speakers alluded to the fact that funding for vocational education is very minimal compared to the academic programs of the country, and I would like to see us, in this conference, perhaps, make some kind of an approach to the powers that be for increased funding for career education throughout the country."

Mr. K. Gordon Flory, Executive Vice-President, Louisiana AFL-CIO, Baton Rouge:

> "Many people have the idea that the only good education is an education capped by four years of college, and that college is the only source of success, and it has been stated and restated that this is the greatest disservice that we can perform for our youth of today."

"The Federal Government, through guidelines and appropriations made for education, has contributed to fostering this philosophy, as the Federal Government spends about $14 on higher education for every $1 invested in vocational education. And when you look at the actual appropriation, you can see the 'stepchild' that vocational education has become."

Mr. Harold Williams, President, Distributive Education Clubs of America, Westbury High School, Houston, Texas:

"One of our first priorities should be the erasure of the college stigma. And I refer to the idea that anyone who wants to be a success, must go to college. Let's face it, many people in the United States have gotten the idea that anyone who does not obtain a college degree is a second-rate citizen. Our educational spending patterns point out this fact. Let me give you an example from my own state: Fewer than 20% of the young people in Texas will receive a college degree. At the same time, however, our state spends $16 for every $1 it spends on vocational-occupational training."

Dr. Arthur Lee Hardwick, Associate Commissioner, Bureau of Adult, Vocational and Technical Education, U.S. Office of Education:

"What is one of the basic problems, that we are only taking care of 18% of our youth? We look at the amount of money that is available to vocational education, and I know that the Federal dollar is presently being overmatched at a rate of about five to one by the state and local dollars, and with these monies, even though it is overmatched five to one, we are still only able to provide 18% of the youth. So, we face one basic problem - and that's money."

"Look at costs, and I know that the National Advisory Council on Vocational Education has some very fine reports. But I think in this first report -- now, you may have heard this figure before, but I would like to remind you of it -- they say that the Federal Government today spends $14 on higher education to every $1 they spend on vocational education. $14 on higher education to every $1 they spend on vocational education! And, at the same time, the Federal Government spends $4 on remedial programs -- manpower programs -- for every $1 they spend on vocational education."

"I say to do the job right in 1972, Vocational Education needs a billion dollars."

Dr. Donald T. Rippey, President, El Centro College, Dallas, Texas - Panelist:

"I think one thing that has not been brought out -- although we have talked a little about dollar costs -- I think there is a little bit of misleading about the dollar costs that have been mentioned."

"Mostly they were in relation to liberal arts getting more money than occupational education. To me, this is a little bit beside the point, when neither is funded adequately."

"So, my plea is that we should quit worrying about our personal dollar values in the thing, or our own power plays for both students and dollars, and look at what youth ought to get out of it, and be willing to sit down--and I think the Federal government is going to have to take the lead--sit down together to work out a real system, and agree on some goals, which I think will have to be different, because our youth have different goals; so education has to have different goals."

Mrs. Jenell F. Hubbard, Hospitals of the University of Oklahoma, Oklahoma City - Participant in Floor Discussion, Final General Session:

"There are two things I would like to say: first, I appreciate having the opportunity to be in this group. I have been interested in vocational education for a long, long time, but I work in a unique situation in which we use vocational education workers, as well as higher education workers. And, there has been quite a bit of discussion about let's take the money from higher education, or general education, and put it into vocational education. I would hope we would take a good look at the needs of both--the truth is, both are under-funded--and not defeat one for the purpose of another. Both groups are needed.

"I would also like to call your attention to the fact that the Nurse Training Act of 1968 is due to expire this year, and that is an occupation that still has many shortages, and we need to support its continuation."

In addition to expressing serious concern regarding inadequate financing of vocational education and the ratio of Federal funds for higher education as compared to funding of vocational education programs, the Discussion Groups made the following statements and recommendations:

"Expenditures for career or vocational education should increase each year at a faster rate than for academic education because there is greater need for job orientation, job training and job development than for liberal arts education."

"Priorities and funding for vocational education should be realistic in view of needs."

"A more realistic formula should be designed for distribution of funds for providing meaningful, practical and applicable 'education' to youth who do not need or desire to pursue higher education."

"New thrusts in financing vocational education should be:

(1) a complete program in Career Education, K-through Adult Level

(2) establish programs that are measurable through performance

(3) provide resources to use in changing attitudes of parents toward vocational education, toward work and evaluation as preparation for work."

One Discussion Group went on record as being opposed to the Revenue Sharing concept.

Ninety-nine (99) percent of those responding in questionnaires on Views of Participants answered in the affirmative when asked the question: Would you support the spending of more money for vocational education in your community? If your response is yes, where should the increased money come from? Many participants indicated the increased funds should come from several sources. Following are the percentages of responses as to sources from which the increased funding should be derived:

Federal Government	63%
State Government	61%
Local Environment	47%
Private Industry	32%
Tuition	10%
Other: Unions, Civic Groups .	2%
All of above sources	56%

9. Teacher Education programs need to be improved (4)

As quoted previously in this report, Superintendent of Schools, J. D. McGehee of Truman, Arkansas, stated that "To properly meet the challenge of societal needs today...demands a complete revolution in our thoughts and action in the field of education."

Some of the students participating in the workshop pointed out that "disinterested teachers are killing student interest in school."

Dr. Arthur Lee Hardwick, Associate Commissioner, Bureau of Adult, Vocational and Technical Education, stated:

"I am very disappointed with the teacher-training that goes on in this country in vocational education. I see some of the old standard teacher-education programs that have been the same for twenty or thirty years, or, at least ten; I see some of these deans and some of these instructors at these teacher-education programs sit back in their chairs and talk about the history and the philosophy of vocational education, what it was in 1917, what it was in 1934, what it was in 1958."

"Because vocational education - what it was two years ago is not the same as it is today! Or, what it will be two years from now! We have very little industrial involvement in teacher-education programs for our teachers, and I think this is a necessity. We look at industrial involvement as a whole, and we have very little in this country, in vocational education. Industrial involvement is one of the keys! We have to have industrial involvement! We need to keep up to date with what's going on in industry. We need to keep our teachers constantly moving back and forth between industries. We need more involvement in terms of curriculum development; what's needed in the curriculum; what's needed as far as multi-media. Some of the techniques that industry uses to train their own people are very elaborate; they have some excellent teaching systems, not only in industry, but in the military."

Discussion Groups made many comments and recommendations with one Group voting to go on record emphasizing a great need for improvement in the area of teacher education. Additional comments and recommendations of Discussion Group follow:

"Need for updating and improving teacher education programs is essential in all areas of education to provide relevancy of teacher preparation to the needs of students and the economy. Especially does counselor preparation programs need more relevancy to the economy."

"A course in high school and in college for students and future teachers teaching occupational talent development or career development should be required."

"Universities training teachers and counselors employed in relation to vocational education programs should modify programs to require summer work in business or industry for such personnel who do not have adequate and relevant occupational experience."

"One of the main causes of weak programs is the shortage of qualified teachers."

"Implement further the Education Professions Development Act for vocational-technical education, including activation of advisory councils. Involved should be data on training resources, leaders in education, establishment of leadership programs, and recruitment of vocational administrators, supervisors, counselors, post-secondary teachers."

"Open up more pre and in-service teacher-counselor-administrator training institutions. 'Loosen up' certification stronghold so institutions wanting to prepare vocational and technical education personnel can do so."

10. Greater sensitivity to the particular educational needs of minority groups and of the disadvantaged and the handicapped must be developed. (3)

See Objective III for Discussion Group quotations on this topic (Page 17).

11. The image of vocational education needs to be improved (3)

Comments and suggestions regarding ways and means of improving the image of vocational education came from Speakers and Discussion Groups as follows:

QUOTES FROM SPEAKERS

Melvin A. McCutchan, Division Supervisor, The Sandia Corporation, Albuquerque, New Mexico:

> "Now, we discussed the idea of whether we should change the word 'vocational' to 'career', and I think it is a problem of dealing with semantics. The thing we really have to deal with is, we've got to change our concepts - not words, not titles - but we've got to develop a feeling from the first grade on, that work is good."

Dr. Paul V. Braden, Acting Director and Associate Professor, School of Occupational and Adult Education, Oklahoma State University:

> "We must gain a commitment on the part of educational administrators as to the importance of occupational preparation. The current lack of commitment is manifested all the way from a void at the elementary education level as regards career orientation to a sluggish response on the part of colleges and universities involved in the education of teachers, counselors, and administrators."

Dr. Harold Williams, President, Distributive Education Clubs of America, Westbury Hill School, Houston, Texas:

> "What we really need is a selling job for the general public and especially parents. It is only with this "selling job" that we can ever erase that college stigma. One of our biggest problems lies with parents. Almost invariably, their attitude is, 'Well, vocational training is fine for Bill's son over here, but for my son, no sir!' Parents need to realize that their little Johnny may not be suited for college. That he might be better equipped for a very technical area. When we can convince parents of this, I sincerely believe that we've won half the battle."

Dr. Arthur Lee Hardwick, Associate Commissioner, Bureau of Adult, Vocational and Technical Education, U.S. Office of Education:

"I get a lot of criticism from people outside of vocational education saying, 'Well, vocational education is 70% vocational agriculture and vocational homemaking.' Well, in the past it was. And, if they would look at vocational education today, they would find this is not true any more. We have some programs that are rapidly changing. Looking at the agriculture field, there are a lot of good changes occurring in the field of agriculture, but yet, nobody knows of the changes; all they do is criticize what we had ten years ago."

QUOTES FROM DISCUSSION GROUPS

"The college degree should not be so widely believed to be the ultimate goal of all education, which belief on the part of parents, students and educators contributes to the poor image by them of vocational education, whereas this image is not generally shared by employers of the products of vocational education."

"Some believe a change in name would be helpful while other believe the name of the program is incidental, and that the product of the program, in a sense of values, should determine the image."

"In order for vocational education to be recognized even within the occupations it serves, graduates should be able to take upon graduation an examination to include skill level, proficiency and production capacity so that upon successful completion of such proficiency test they can be recognized as journeymen in their trades."

"There is a pressing need for professional public relations programs to sell vocational education on national, state and local levels."

"Career Education or Talent Development System of Education should be considered as a substitute for Vocational and Technical Education."

One of the Resolutions adopted unanimously by the Conference Group during floor discussion in the concluding General Session was proposed by Mr. Michael M. Arnett, Oklahoma Chapter, Future Business Leaders of America, Guthrie, Oklahoma:

"I would like to suggest, whether in the form of a motion or resolution, that the Federal Government, either by itself or in cooperation with the State Vocational Departments, attempt to establish a public relations program to bring out that vocational education is a program which will teach youth to have a career whenever they get out of school, whether they go on to a trade school or just out of high school, and also to bring out, for instance, that these different vocational youth groups are more than just clubs; they are organizatios that build character and self-confidence in the student. And, so I'd like to make a motion that a public relations program be set up to bring out these points about vocational education."

12. The status of Vocational Education should be improved in the Department of Health, Education and Welfare and in the States (3).

Serious concern was expressed in three Discussion Groups, by Speakers and in floor discussions during the concluding general session of the conference regarding the status of the Bureau of Adult, Vocational and Technical Education in the Department of Health, Education and Welfare, need to strengthen vocational education in this Department and the need to strengthen State Vocational Education Agencies.

These concerns were expressed as follows by Discussion Groups:

"Strengthen Bureau of Adult, Vocational and Technical Education, do not weaken it. It should have a commissioner of its own or an assistant secretary. The head should have equal status with those in academic and higher education."

"Vocational Education should be managed by people who understand vocational education."

"Vocational education administration and program leadership should be given equal status within the structure of the Federal and state levels with college preparatory education and priorities and funding should be realistic in view of needs." This was a motion adopted unanimously by Discussion Group 8.

"Vocational education should be administered by a separate board that is interested in and supportive of programs of vocational education."

Mr. K. Gordon Flory, Executive Vice-President of the Louisiana AFL-CIO, in discussing recommendations of the National Advisory Council on Vocational Education stated that "A further important recommendation of the Council pleads for an overhaul of the administrative organization to permit the Federal government to exercise adequate leadership in vocational education."

He also stated: "I do believe that some reorganization ought to come about to give more status to the vocational education training system in this country, and I am talking about, if necessary, having a U.S. Commission on Vocational Education of equal stature and importance with that of academic, general education. And I think until we do this, that we are not going to get the national emphasis upon vocational education that we actually need."

Dr. Arthur Lee Hardwick, Associate Commissioner, Bureau of Adult, Vocational and Technical Education, also expressed deep concern regarding the status of Vocational Education in the Department.

Mr. Lanny W. Hassell, Executive Director, Arkansas State Advisory Council on Vocational Education, introduced the following resolution during the floor discussion period in the concluding general session of the conference:

"Vocational education is relevant and essential to the social and economic growth and stability of this nation's citizens. Vocational-Technical education is a highly specialized educational endeavor which demands complete dedication of its management and staff. Vocational education, if it is going to fulfill its primary function of preparing approximately 85% of the students who do not graduate from college for the world of work, demands continued management who will identify with it and its goals and strive for their implementation."

"Therefore Be It Resolved:

That these representatives from industry, education, and others, assembled at this Secretary's Regional Fact Finding Conference on Vocational Education do urge the appropriate governmental authorities to establish the position of Assistant Secretary of Vocational Education and give him not only the authority but equally important, the resources necessary, to insure each student in this nation the right to acquire the saleable skills in schools to which he is entitled to assume an adult role in the world of work. It is the intent of this conference that this resolution be forwarded to the President of the United States, Vice President of the United States, Secretary of HEW Elliot Richardson, and Commissioner of Education Sidney P. Marland.

That it also be forwarded to members of this conference with the request that they forward this resolution to their respective Senators and Representatives urging its adoption by Congress."

This motion was seconded by Dr. Walter Kerr, Texas Construction Industry Council and unanimously adopted by the conference group.

Dr. Kerr in proposing a motion relating to strengthening vocational education in the states said:

"The state obviously, becomes a very, very important entity in this .. for that reason, I do believe in order to make this fully effective, we must have the full cooperation of our state. I feel there should come from this conference a similar statement, to be directed to those fine leaders in each state, who understand what we are trying to do, to strengthen their hands with every means possible, to provide them with a list of delegates that are here to be called upon. I would simply say that I would like to make a motion directed to all the principle leaders, elected and otherwise, in the respective states, expressing the support of this conference for anything they might do to strengthen vocational education, in keeping with the information which we will provide them from this conference."

The motion was seconded from the floor. Dr. Kerr continued:

"I think the motion, then, with the second, if it would be acceptable to the seconder, should be more specific. Let's direct it to the Governor, the Lieutenant Governor, the Speaker of the House, and to the Chairman of the Education Committee of both Houses of the states that are here represented." The motion was unanimously adopted by the conference group.

13. School facilities should be utilized for twelve months and the school day should be lengthened for students and teachers (2).

Discussion Groups commented on this topic as follows:

"Schools should operate on a twelve-month basis, lengthen school day for both youth and adults and teachers should be on at least an eight hour schedule in school."

"States should be provided leadership, direction and support in planning for utilizing school plant facilities more fully for instructional purposes -- 12 months on quarters or trimesters, split schedules, longer school days in order that youth can receive more training they need, in order that youth be kept occupied more, and in order for school plants to be utilized more fully and effectively."

Fifty-three (53) percent of the responses in questionnaires on Views of Participants expressed the belief that the school year should be expanded to 12 months.

14. Labor laws and insurance regulations should be examined and revised as needed to assist in giving students work experience and training (2).

Mr. J. D. McGehee, Truman, Arkansas Public School Superintendent, stated:

"Many of our labor laws are unrealistic and are a deterrent to the employment of youth."

In two Discussion Groups the following comments were made:

"Labor laws, labor unions and insurance companies are posing problems for industry in cooperating with education involving employment of students."

"Re-evaluation of labor laws is needed for students are confused when they are allowed to vote at age 18 but are not allowed to work after 11:00 P.M. Students under 16 cannot be employed by many businesses but many 15 year old youth need employment."

"There is a drastic lack of coordination between the labor department, labor unions and many educationally directed programs."

15. Greater recognition and financing of Youth Organizations in Vocational Education should be accomplished (2).

Mr. Harold Williams, President, The Distributive Education Clubs of America, in emphasizing the value of vocational education youth organizations, stated:

"Another very important type of practical experience that we have with occupational training is one which receives relatively little attention. And that's the fantastic program of club activities that's available to the vocational education student."

"Let me give you a few examples...Some of the most practical vocational training we have in this country is the training that many young ladies receive in their Home Economics classes. And that's fine. But consider what goes along with it. Outside of class, most young Home Economic students are members of the Future Homemakers of America. What does the club do? To begin with, it encourages a high level of achievement of its members. FHA has a specific program outlined for its members to progress step by step up to a certain level of achievement. When they reach the highest level, they receive an award at the state meeting of Future Homemakers. When you stop to think about it, this is ideal because it gives the student a chance to take what he learns in the class and apply it to a situation, a competitive event. Practical experience. This is just one example. Consider the club activities of the Vocational Industrial Clubs of America. This is the club that goes along with vocational industrial training. The club activities that the student participates in, in this organization, are directly related to what he learns on the job and in the classroom. Here again, the student has an ideal chance to take what he learns and apply it to a situation. Practical experience."

"I really can't stress this enough. We've all heard it said that what you learn in the school of hard knocks, you don't soon forget...and that's true. So a major portion of our emphasis should be directed towards practical experience in occupational education."

"From being involved in the Distributive Education Clubs of America, I know what the club activities can teach the vocational education student. Sure he learns about the specific area he might be competing in, but more importantly, the student learns about basic principles in life. He learns first of all about competition. He learns that he must compete if he ever wants to get ahead, be it in a contest or in life. He learns that he can't sit idly by and expect to enjoy a high standard of living. So the student does learn about competition, and competition is what our whole American free enterprise system is based on."

"Even more than competition, the student learns about plain old basic hard work. In the competitive event, the student who works the hardest, and prepares the most, emerges as the victor and wins the prize. And it's the same way in life."

Mr. Paul T. Beck, State President, Vocational Industrial Clubs of America, Bartlesville, Oklahoma:

> "A little while ago you were talking about human resources and also development of students, and I thought some thought should be directed to these organizations which, of course, as you know, are VICA, DECA, FFA, FHA, 4H, and so forth, and I think they are a bigger asset than you realize. I know, because I have been in VICA, and also connected with the others, and I would like to show that they are really big assets, and I think this would change a lot of people's opinions as to what students can do. And, also, in these programs we should show how these youth organizations develop leadership, civic consciousness, social intelligence, and especially, vocational understanding, so that when they go out in the world they will make good citizens."

Comments on this topic in two Discussion Groups follows:

> "Financing and leadership for youth groups in all programs of vocational education should be made available."

> "The Commissioner of Education should ask Presidents of National Vocational Youth Organizations to serve as a consultative body to him."

16. The number of school districts in some states should be reduced (2).

Mr. J. D. McGehee, Superintendent of Schools, Truman, Arkansas, placed emphasis on this topic as follows:

> "May I say I feel that this country, state by state, region by region, needs a master plan for education and training fully understood by the majority of its citizens. This master plan should take into consideration incentive plans for school district reorganization based upon defensible standards - school districts large enough in human and financial resources to support kindergarten services and broad comprehensive elementary and secondary programs; while small enough to have close communication with the people; plans which include area comprehensive community junior colleges; encompassing where practical, the regional vocational schools; plans embodying intermediate compacts for the purpose of facilitating expensive higher specialized training; and plans which would be capstoned with the university system composed of all state colleges and the parent university."

> "There are two basic problems: one of centralization in rural America, and decentralization in the metropolitan areas--and there are some trends in this direction--moving back closer to the people, by having commissioners and deputy superintendents, and I think this Deputy Commissioner in the U. S. Office is a great thing."

"Yes, the vehicle is all important, this vehicle, this system that carries this program. Most of our school districts in Arkansas are not big enough, not rich enough in human and natural resources to carry on this type of program. But we must do that lest we leave these children in darkness and illiteracy for years to come."

Comments in Discussion Groups on this topic were as follows:

"There is great need to reduce the number of independent school districts in some states to aid in building more comprehensive education systems through maximum return for dollars spent."

"Many schools are too small to provide comprehensive programs of education and adequate programs of vocational education."

17. Private schools should be utilized better in providing educational programs.

Thirty-eight percent of responses in questionnaires on Views of Participants expressed the belief that contracts should be made with private schools to help prepare every person for employment or further education.

Mr. J. D. McGehee, Superintendent of Schools, Truman, Arkansas, stated:

"These institutions (private schools) have made many unique contributions and God grant that we can find ways for them to prosper if for no other reason we may never succumb to a monolithic--monopolistic state-controlled educational system."

Dr. Paul V. Braden, Acting Director and Associate Professor, School of Occupational and Adult Education, Oklahoma State University, stated:

"The private schools have been on the outside looking in, and some should be on the outside looking in. But, the main body of private schools has a tremendous contribution to make. Yet, what real partnership have we had with them, when we know that there are thousands of people in Oklahoma, Arkansas and Texas who need training, and it takes all of us involved to do this."

Discussion Groups commenting on this topic stated:

"Private trade and vocational schools need to be recognized more and utilized in our total society in programs of occupational preparation."

"Private schools can make contributions when properly regulated and supervised."

18. The effects on vocational education of accrediting processes and licensing regulations should be studied and improvements made as needed (2).

Dr. Paul V. Braden, Acting Director and Associate Professor, School of Occupational and Adult Education, Oklahoma State University, in discussing this topic stated:

> "There is more discussion than ever before in higher education circles about the need for relevancy in terms of meeting manpower needs. The professional schools have always been concerned with meeting selected manpower needs and indeed play crucial roles in establishing criteria for what these needs will be. They do this by certification, licensing, etc. As a matter of fact, this has been overdone to the point of developing a 'diploma curtain', thereby controlling access to opportunity. This practice sometimes referred to as 'meritocracy' is oftentimes stifling and oppressive as some of you may have witnessed if you have done research in the health manpower field. Licensing, diploma curtain, ways to exclude people from performance have been ingeniously developed and articulated, instead of wiping them out and getting a direct line between what we need in the way of jobs, and what people need as human beings."

The Discussion Groups recommended that these accrediting processes and licensing regulations be determined and revised as needed to remove artificial barriers to training and employment.

O B J E C T I V E V

TO IDENTIFY THE AREAS OF IMPROVEMENT IN THE TOTAL EDUCATIONAL SYSTEM FOR WHICH VOCATIONAL EDUCATION SHOULD BE RESPONSIBLE

Responses to this Objective in questionnaires on Views of Participants were:

Orientation to the world of work	89%
Work study experiences throughout junior and senior high school	87%
Assuring every student a marketable skill	68%
Vocational counseling for all students	87%
Educational credit for work experience	75%
Educational credit for home study	38%
Vocational exploration to facilitate occupational choice	78%
Appreciation of ethnic cultures	49%
Occupational preparation of post-secondary students	76%
Occupational preparation, retraining and upgrading of adults	87%
Other individual comments:	10%

Re-work the traditional, academic-minded school system. Bring in businessmen as superintendents, principals, counselors, and teachers if necessary to get the job done.

Provide an opportunity for every student to acquire a marketable skill

Give assistance on job placement

Meet the vocational needs of the students and the occupational needs of the labor market

Allow employers a tax credit for employing students

Provide a means for the skilled teacher to learn techniques of teaching, some counseling, problem solving, goal setting and coping techniques.

Provide opportunities for the teacher to practice occasionally in order to keep up with changes in the trade - this can be done by extending the teacher into the active work area to help supervise student practice.

In relation to appreciation of ethnic cultures: What does that have to do with Vo-Ed? This can only be accomplished when all people have economic parity accomplished on their own initiative.

Selling vocational education to the public. If selling is unacceptable, substitute educate.

Basic adult education needed with skill training in such a way as to bring student to a knowledge of reading, etc. that would permit skill training and utilization.

Accreditation of post-secondary occupational training, both in private and public schools, so time spent may be used toward a degree.

Apprenticeship training

Assuring every student a marketable skill should be a joint responsibility of the school, the home, and the total community. This includes city government, as well as the business and industrial enterprize.

Classroom work experience from kindergarten

Responses must be tempered by degree of responsibility assumed by Vo-Ed. I feel most of these objectives must be shared by General Ed., the community, business and industry, labor and management; Government agencies also. (Vo-Ed cannot be everything to all people.)

Adult High School Diploma

Start at first grade in orientation to the world of work

Assuring every student a marketable opportunity

In responding to the question: Which of the following statements most accurately describes vocational education, conferees responded in the questionnaire on Views of Participants as follows: (Some checked more than one statement)

50

	Percentage of Participants Responding
It has value for only the college bound student	4%
It has value for every student	58%
Emphasis on vocational education is on manual skills	6%
It has the status of academic education	4%
Vocational education is preparation for work as well as further education	78%

In emphasizing the need for establishing job oriented education as a primary goal of education, and thus improve present educational objectives, Mr. J. D. McGehee, Superintendent of Schools, Truman, Arkansas, stated:

> "For 90% of us our incomes are solely dependent upon job earnings."
>
> "The job has become the most important activity in the lives of most American people since it is the central means for earning income."
>
> "Consequently, preparing for a job, separating from a job, and finding another job to replace it are very crucial matters for the bulk of the labor force."
>
> "The basic ingredient of employability is the acquisition of a skill saleable in the labor market."
>
> "These activities must become a vital part of all comprehensive programs now and in the future."
>
> "Thus, the development of the individual's potentialities for professional and vocational compentencies must become a primary goal for public education."

In emphasizing the importance of programs being realistic and adequate data being available on vocational education, Dr. Paul V. Braden, Acting Director and Associate Professor, School of Occupational and Adult Education, Oklahoma State University stated:

> "We must consider the individual, the employer, and all intermediate agencies and functions."

"We must be performance-oriented in terms of job requirements, training requirements, and the overall requirements for self-actualization."

"We must develop models for educational programs and decision making, which began with performance-oriented goals and objectives and end with fresh evaluation data which can be used to modify our goals and objectives."

"Information systems must be established to obtain a picture of what we look like at any given time. Today, these information systems are mostly inadequate or non-existent. Such management tools as cost per contact hour, teacher-student ratio and job-placement data are now available. Data both as to the students and as to dollar expenditures must be put into automated data retrieval systems, so that the profile of vocational, technical, and occupational training at local, state or National levels can be determined at any time."

"Data systems relating to manpower supply and demand information must be developed and used."

"We must develop and maintain a genuine manpower policy."

Mr. Melvin A. McCutchan, Division Supervisor, The Sandia Corporation, Albuquerque, New Mexico, stressed the importance of Cooperative Programs:

"I think now we've got to spend a great deal more time in schools in the cooperative-type programs, where experience is built into the educational process. Then he leaves school with some kind of sales experience, shop experience -- the kind of experience employers are looking for; also he can give to the employer the idea that he has tried it, and he likes it, and he is going to stay with it, at least for a period of time, which makes him a valuable expenditure, so far as the company is concerned."

He also emphasized, as did many other employers participating in the conference, the great importance of teaching pride of workmanship and good attitudes:

"What is the difference between a person who is successful and one who isn't? It is generally accepted to be his attitude, his value system; his way of looking at the job that he is about to do."

Mr. Harold Williams, President, Distributive Education Clubs of America, Westbury Senior High School, Houston, Texas also emphasized the importance of Cooperative Programs and Vocational Youth Leadership Development Organizations, as did many other students and adults participating in the conference.

He also stressed the importance of vocational education being made available to larger numbers of students:

> "Educational needs <u>are</u> changing and in order to keep education revelant to the career needs of youth, I think it's important that the various states redirect their educational emphasis to emphasize occupational education."
>
> "Of the millions of students in high school in the United States, only three out of ten will go to college and one of those three will drop out before receiving a degree. This means that we have eight out of ten students who should be getting some type of occupational training in high school if they are going to fit into society productively."

Mr. K. Gordon Flory, Executive Vice-President, Louisiana AFL-CIO, Baton Rouge, Louisiana, gave strong emphasis to the need for retraining programs for adults:

> "Not only must the worker have the highest degree of adaptability that can be given him by a good basic vocational and general education, but he also must have retraining at several points while employed. This means also that we must not only equip the worker with an occupational skill, but also must develop a flexibility and adaptability in learning entirely new occupations so that he can change his occupation, industry, or even residence in order to adapt to the changing demand in the job market."
>
> "This is not what I consider a 'pie-in-the-sky' approach, but one of stark reality and one that should receive top priority, not only by government at all levels, but by private industry and the citizenry, as well."

He also stressed working with industry to determine training needs and the importance of flexibility in educational programs:

> "It is my judgement that industry knows what the requirements are going to be in each particular industry over the next five to ten years. These are the jobs that we're going to need; it then becomes the responsibility of the citizens to train people to fit those jobs. Vocational education, general education, or whatever it may be, has to be flexible enough to change at this point, to train for the actual jobs that are going to exist when that child gets out of school."

"We've got to be far more flexible than we've ever been in the past if we are going to meet the industrial requirements of a modern society embedded with technological change which is occurring more rapidly now than ever in the history of this country."

Dr. Arthur Lee Hardwick, Associate Commissioner, Bureau of Adult, Vocational and Technical Education, U. S. Office of Education, emphasized many areas of improvement in vocational education. These are summarized as follows and include:

"Instead of providing vocational education for 18% of our youth we should be providing these programs for 60%, or over 27,000,000 youth. Fifty percent of vocational enrollments should be for adults instead of 25%, and for post-secondary students it should be 33% of the total enrollment instead of the present 12.5%."

"Teacher education programs must be upgraded with much greater industrial involvement which is one of the keys to teacher training being realistic to present needs of instructors and students. We need to study methods used by industry and the military in training teachers."

"Curriculum development must be improved with far greater industrial involvement and more use made of video tape and multi media. The Office of Education should provide better leadership in curriculum development."

"Vocational education needs to keep up-to-date with industry and changing training needs in industry and be flexible in adapting to these needs."

"Vocational education is going to have to base its programs on production, look at the input of the types of students that come into the program, and whether they get a job in the long-run. Production and accountability are going to be the keys to the future."

"Evaluation systems designed to help solve problems in strengthening programs or eleminating un-needed courses must be developed and utilized."

"Vocational education must be alert to the new and emerging types of occupations and be prepared to train people for them."

"Post-secondary institutions should significantly increase their participation in occupational education. This should be their role."

"The area vocational school has a very important role in occupational education."

"State Advisory Councils on Vocational Education need to work closely with the National Advisory Council on Vocational Education to help vocational education do an adequate job of providing the training this country needs."

"Vocational education must become much more involved with industry, labor, parents and many other agencies and groups in developing vocational education and in communicating with them and informing them about these programs."

"In the Career Education concept, vocational education should provide occupational education and career education systems in occupational orientation in grades one through six, exploratory programs in grades seven through nine and skill training at the high school level."

"We have to start at grade one and build an occupational education system from grade one all the way through adulthood, including constant retraining."

"Vocational education needs to start changing the viewpoint of people and start at grade one and give them orientation and exploratory programs and then let them decide where they want to go."

Discussion Groups listed many improvements for which vocational education has major responsibility:

1. Realistic vocational guidance and counseling must be made adequate to needs.

2. Develop a Career Education program which will involve vocational education beginning in grade one and through adult levels of training.

3. Assist in redirecting educational objectives to make them more occupationally oriented.

4. Assist in merging ideas of labor, education, business, industry and the public in planning, implementing and evaluating educational programs.

5. Assist in integrating academic and vocational education into one total comprehensive program of education.

6. Make and keep vocational education revelant to needs of students and the economy.

7. Revise and improve vocational teacher certification standards and procedures.

8. Work for funds for vocational education that are realistic and adequate to the training needs of youth, adults, and the economy.

9. Revise and improve vocational teacher education programs.

10. Have greater sensitivity to the particular vocational needs of minority groups and of the disadvantaged and handicapped.

11. Improve the image of vocational education.

12. Improve the status of vocational education in the Department of Health, Education, and Welfare and in the states.

13. Study feasibility of utilizing school facilities for twelve months and lengthening the school day.

14. Study problems relating to labor legislation and insurance regulations and assist in solving these problems as necessary and feasible.

15. Work for providing greater recognition and financing of youth organizations in vocational education.

16. Assist in studying present school district organization in relation to number of districts and whether the number should be as it is at the time or reduced.

17. Utilize private schools to a greater extent in occupational training programs.

18. Study effects of accrediting processes and licensing regulations and seek revisions and improvements as needed.

APPENDIX I

PROGRAM

THURSDAY, APRIL 29, 1971

Chairman: Dr. George D. Hann
Regional Commissioner of Education

8:00 A.M. - REGISTRATION

9:00 A.M. - FIRST GENERAL SESSION - Crystal Ballroom

Welcome: Dr. Scott Tuxhorn, Deputy Regional Director
Department of Health, Education and Welfare

PRESENT STATUS OF EDUCATION IN MEETING THE CAREER EDUCATION NEEDS OF YOUTH AND ADULTS

Mr. J. D. McGehee, Superintendent
Trumann, Arkansas Public Schools
and
Chairman, Employment Security Division
Manpower Advisory Commission for Arkansas

PRESENT STATUS OF TOTAL EDUCATION SYSTEM IN MEETING MANPOWER NEEDS

Dr. Paul V. Braden, Director
School of Occupational and Adult Education
Oklahoma State University, Stillwater

10:00 A.M. - PANEL REACTIONS AND QUESTIONS

Honorable Robert M. Murphy, Attorney and
State Senator, Stillwater, Oklahoma

Mr. Jim DuPree, Member, State Board of
Education, Weldon, Arkansas

Mr. Delfino Valdez, Admissions Counselor
Albuquerque Technical-Vocational Institute

Mr. Marvin Brown, Executive Secretary,
Mechanical Contractors Associations of Texas
Austin

Dr. Luis M. Morton, Jr., President
Central Texas College, Killeen, Texas, and
Member, Texas and National Advisory Councils
on Vocational and Technical Education

10:30 A.M. - COFFEE BREAK

11:00 A.M. - SMALL GROUP DISCUSSIONS (Notes: (1) Rooms for small group discussions are on the Mezzanine except Room 310 on the third floor (2) the number on your name badge designates the discussion group to which you have been assigned throughout the conference.)

GROUP 1 - Crystal Ballroom

Chairman: Mr. Robert E. Lee
Department of Employment Security
Baton Rouge, Louisiana

Recorder: Mrs. Claire Schexnayder
Community Advancement, Inc.
Baton Rouge, Louisiana

GROUP 2 - Tally Ho Room

Chairman: Dr. Frank H. Troutman, Professor of
Business, University of Arkansas, Little Rock

Recorder: Mr. Nelson Lowrey, Director, Vocational
Education, Technical-Vocational Institute
Albuquerque, New Mexico

GROUP 3 - Camellia Room

Chairman: Mr. Harold Tate
Education Director
Texas AFL-CIO, Austin

Recorder: Mrs. Tommye Butler
State Department of Education
Little Rock, Arkansas

GROUP 4 - Zodiac 1 Room

Chairman: Mr. Don Halsell
Director of Training
Clay Products Association
Keene, Texas

Recorder: Mr. J. D. Ryther
Director, Vocational Education
Texarkana, Arkansas Public Schools

GROUP 5 - Zodiac 2 Room

Chairman: Mr. Elwood E. Collins, Executive Director
Bowie County Economic Advancement Corporation
Local Community Action Agency, Texarkana, Texas

Recorder: Mr. Bobby Reese, Assistant Director, Vocational and Technical Education, Oklahoma City Public Schools

GROUP 6 - Zodiac 3 Room

Chairman: Mr. Jesse Hamilton, Director, Indian Nations Community Action Program, Tishomingo, Oklahoma

Recorder: Mr. Lanney Hassell, Executive Director
Arkansas State Advisory Council on Vocational Education
Little Rock

GROUP 7 - Aztec Room

Chairman: Mr. Harold Townsend
Chief of Programs
Texas Employment Commission, Austin

Recorder: Dr. Bill Stevenson, Head, Division of Research, Planning and Evaluation, State Department of Vocational and Technical Education, Stillwater, Oklahoma

GROUP 8 - Roman Room

Chairman: Mr. Harold Snyder
Dardanelle, Arkansas

Recorder: Mr. Alton Ice, Executive Director
Texas Advisory Council on Technical-Vocational Education, Austin

GROUP 9 - Lounge Room

Chairman: Mr. Larry Hansen, Former Mayor at Stillwater and Director, Governor's Manpower Planning Staff
State Department of Vocational and Technical Education
Stillwater, Oklahoma

Recorder: Mrs. Jenell F. Hubbard
Hospitals of the University of Oklahoma
Oklahoma City

GROUP 10 - Room 310, Third Floor

Chairman: Dr. William Runge, Professor of
Secondary Education, Education Department
University of New Mexico, Albuquerque

Recorder: Mr. Stephen P. Baum, Louisiana Association
Future Farmers of America
Pollock, Louisiana

12:30 P.M. - LUNCH

1:45 P.M. - SECOND GENERAL SESSION - Crystal Ballroom

RELEVANCY OF VOCATIONAL EDUCATION IN MEETING NEEDS OF THE ECONOMY

Mr. M. A. McCutchan, Division Supervisor
The Sandia Corporation, Albuquerque, New Mexico
and
Chairman, State Advisory Council on
Vocational and Technical Education

PANEL REACTIONS AND QUESTIONS

Mr. Lloyd Curtis, Employment Security Division
Little Rock, Arkansas

Mr. Dean T. Brown, Administrative Adviser
Chrysler Jobs Program, New Orleans, Louisiana

Mr. Roy P. Stewart, Executive Secretary
State Advisory Council for Vocational and
Technical Education, Oklahoma City, Oklahoma

Mr. W. E. Hayes, Director, Sabine Valley
Vocational-Technical School, Many, Louisiana

Mr. George C. Guthrie, Member, State Board of
Education and Construction Contractor
San Antonio, Texas

2:40 P.M. - COFFEE BREAK

3:00 - 4:30 P.M. - SMALL GROUP DISCUSSIONS

FRIDAY, APRIL 30, 1971

Chairman: M. A. Browning, Director
Adult, Vocational and Technical Education
Office of Education

9:00 A.M. - THIRD GENERAL SESSION - Crystal Ballroom

RELEVANCY OF EDUCATION TO MEETING THE CAREER EDUCATION NEEDS OF YOUTH

Mr. Harold Williams, President
Texas Association
Distributive Education Clubs of America
Westbury Senior High School
Houston, Texas

RELEVANCY OF EDUCATION TO MEETING CAREER EDUCATION NEEDS OF ADULTS

Mr. Gordon Flory
Executive Vice-President
Louisiana AFL-CIO
Baton Rouge, Louisiana

PANEL REACTIONS AND QUESTIONS

Mr. Larry Allen, State President
Vocational Industrial Clubs of America
Searcy, Arkansas High School

Mr. Lloyd Ponder, Director
Natchitoches, Louisiana Trade School

Mr. Robert Call, Operating Manager
Montgomery Ward and Company
Albuquerque, New Mexico

Mr. Bill Elkins, Chairman of the Board
Elkins Institute, Inc., Dallas

Dr. Donald T. Rippey
President, El Centro College
Dallas

10:00 A.M. - COFFEE BREAK

10:30 A.M. - SMALL GROUP DISCUSSIONS

12:00 Noon - LUNCH

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1:30 P.M. - FOURTH GENERAL SESSION - Crystal Ballroom

VOCATIONAL EDUCATION FOR THE 70'S

Dr. Arthur Lee Hardwick, Associate Commissioner
Bureau of Adult, Vocational and Technical Education
U. S. Office of Education

PANEL REACTIONS AND QUESTIONS

Honorable Lonnie L. Abbott
Chairman, Education Committee
House of Representatives, State Legislature
Ada, Oklahoma

Mr. Lanny Hassell, Executive Director
Arkansas State Advisory Council on Vocational Education
Little Rock, Arkansas

Honorable Oscar Mauzy, Chairman
Education Committee, Texas Senate, Dallas

Mr. Richard Porn, General Manager,
Albuquerque Industrial Development Service

Mr. Bobby Reese, Assistant Director
Vocational-Technical Education
Oklahoma City Public Schools, Oklahoma City

3:00 P.M. - FLOOR DISCUSSION

SUMMARY AND CLOSING REMARKS

3:30 P.M. - ADJOURN

PURPOSES OF THIS CONFERENCE

This conference is one of ten being conducted throughout the country for the purposes of:

1. Bringing together knowledgeable and concerned people to discuss how the Career Education needs of youth and adults are being met by schools in their communities.

2. Determining the Role that Vocational Education is playing in this process, and

3. Identifying methods of redirecting Education in the 1970's in order to prepare every person leaving School for immediate gainful employment or for further education.

APPENDIX II

LIST OF PARTICIPANTS

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ADDITIONAL RESOLUTION ADOPTED BY THE CONFERENCE GROUP

Dr. Walter Kerr of the Texas Construction Industry Council made the following motion which was unanimously adopted by the Conference Group during floor discussion in the concluding general session of the conference:

> "Mr. Chairman, may I just say one thing and make a motion to it, that the opening comments which you made be accepted by this Conference, that the great leadership that is given us by Dr. Hardwick (Dr. Arthur Lee Hardwick, Associate Commissioner, Bureau of Adult, Vocational and Technical Education) is the finest we could expect; that this motion be approved here, and that it also be sent to appropriate people, such as the Secretary of Health, Education and Welfare and to the Commissioner of Education, and to those others that you feel, in your good judgement, should note the good work that he has done in coming to assist the fine group that we have in this area."

The opening comments referred to were those by the Chairman of the concluding session in introducing Dr. Hardwick:

> "In the 33 years in vocational education I have had, working with every Assistant or Associate Commissioner we have had in Washington in the field of vocational education, Lee Hardwick, in my humble judgement, is one of the finest leaders we have ever had to lead us in the further development of these programs for the people of the United States."